

PARECER B

Como referenciar este artigo:

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Editor: Prof. Dr. Sebastião de Souza Lemes
Editor Adjunto Executivo: Prof. Dr. José Anderson Santos Cruz

A. COGNITIVE DIMENSION
Sequential and logical sequencing of the content of scientific ideas.
1. Does the article contain original ideas that have not yet been presented on the subject?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
2. Is the topic important to the context in which it is inserted?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
3. Does the introduction make the research topic clear, present the studies that have addressed the problem or similar research and point out the gap that the research covers/justification for the research?
<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input checked="" type="checkbox"/> No
4. Does the introduction make it clear what the research question is or the hypotheses (if applicable) and are the general and/or specific objectives in line with the research question?
<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input checked="" type="checkbox"/> No
5. Is the theoretical framework relevant to the topic and in line with the objectives set?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Partially <input type="checkbox"/> No
6. Is the theoretical framework presented in sufficient quantity and quality for the research construct and are the ideas presented in sufficient depth for the study in question?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Partially <input type="checkbox"/> No
7. Does the theoretical framework presented include classic authors in the field who are still relevant to the discussion, and does it also include work from the last five years?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Partially <input type="checkbox"/> No
8. Are the results consistent with the aim of the research, the theoretical framework and the methodology?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Partially <input type="checkbox"/> No
9. Is the data calculated correctly and do the results show that there is no fabrication or falsification of data?

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Partially <input type="checkbox"/> No
10. Do the discussions correlate coherently with the theoretical framework?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Partially <input type="checkbox"/> No
11. Do the discussions correlate coherently with the results presented?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Partially <input type="checkbox"/> No
12. Do the conclusions provide an answer to the research question and objectives?
<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input checked="" type="checkbox"/> No
13. Do the conclusions present authorial closure without repeating previous parts of the article and pointing out the limitations of the research itself and future research?
<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input checked="" type="checkbox"/> No
Reviewer's comments on the cognitive dimension.
<p>- The article has no introduction or conclusion. The introductory section is too succinct without addressing the problem proposed in the abstract (an abstract that is more of an introductory paragraph than an actual abstract) and in the title, it is necessary to elaborate the introduction by presenting the problem and the question posed, exposing the relevance of researching this topic, as well as contextualizing the study, whether temporally, spatially or culturally. The article has no conclusion, only an analysis of the results.</p> <p>- In view of the way in which it has been prepared, it does not have education as its central theme, but it does have students as the background for a study that has more of a psychological approach than an educational one. It is necessary to demonstrate how the results and questions of the work apply to the educational context, as well as to make proposals for interpreting education and motivation using the data and observations made.</p>
B. METHODOLOGICAL DIMENSION
Precise description of the methods and techniques used.
1. Does the title specify the content of the work more generally and the subtitle (if there is one) is a technical title more related to the topic? Another possible approach is when the title refers to the theoretical object and the subtitle to the empirical object.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No

2. Does the abstract present the objective, methodology, results and conclusions in a way that is coherent with the work?
<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input checked="" type="checkbox"/> No
3. Is the choice of keywords in line with the content of the article and the field?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
4. Is the objective clearly written?
<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input checked="" type="checkbox"/> No
5. Is the methodology detailed, characterized and does it explain how data will be collected (if applicable) and analyzed?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Partially <input type="checkbox"/> No
6. Is the methodology coherent with the theory and consistent with the results?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Partially <input type="checkbox"/> No
7. If the research involves human beings, have the procedures carried out to comply with research ethics guidelines been described or the approval number of the work by the research ethics committee indicated?
<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input checked="" type="checkbox"/> No
Reviewer's comments on the methodological dimension.
- The methodology could be developed in more detail, explaining why the chosen analyses were used in relation to the context, as well as presenting theoretical references that corroborate the use of this type of analysis for these studies. There is a presentation of results in the methods section; this should be separated out in the results section so that these results can be analyzed and not just presented without any apparent explanation.
C. AESTHETIC DIMENSION
Writing, form and normalization.
1. Are the rules observed with regard to citations (ABNT 10520 - 2023), references (ABNT 6023 - 2018), presentation of illustrations and tables (title and source)?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Partially <input type="checkbox"/> No
2. Does the text show correct accentuation and typing of words; nominal and verbal agreement; correct arrangement of words and connection between sentences or paragraphs (cohesion); logical relationship of the ideas presented

(coherence); avoid repetition in the text of what is already written in the illustrations and tables?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Partially <input type="checkbox"/> No
3. Are the illustrations (graphs, charts, images, figures, maps) and tables of adequate size and legibility for reading?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Partially <input type="checkbox"/> No
Reviewer's comments on the aesthetic dimension
-
Recommendation
<input type="checkbox"/> Accept <input type="checkbox"/> Accept with mandatory corrections <input type="checkbox"/> Submit again for evaluation <input type="checkbox"/> Submit to another journal <input checked="" type="checkbox"/> Reject
<p>The reviews will be published without the identity of the reviewer, in accordance with the principles of Open Science. The reviewer must state whether he/she authorizes the publication of the review with his/her identity or authorizes it without his/her identity.</p> <p>Once the reviewer agrees to the review, the review will be published without their identity. If the reviewer wishes to authorize their identification, please inform it in response to the review request.</p>
Reviewer's opinion/ Comments
<p>- - Although it deals with a relevant and very interesting topic for the educational scenario, the article is not complete, with an introduction that does not expose the problem worked on and without actually drawing any conclusions, leaving the text with only an exposition of the analyses made in the work. In view of this presentation, there is also no way of interpreting that it is a work focused on educational issues, but that it uses an educational niche as a research cut-out in an analysis that appears to be more psychological in nature. A major restructuring and reconstruction of the work would be necessary for it to be suitable for publication, something that is recommended, given that it is a topic with a lot of potential and possibly great relevance to understand in the educational</p>

environment, it would be interesting for the work to take the tone that was set when analyzing the change in student motivation in the face of receiving orientation, this point was made in a clear and interesting way.

We reiterate that the sole purpose of this opinion is to assist the authors in the development of their work.

List of mandatory corrections

- Write an introduction
- Write an abstract with a maximum of 150 words and within the structure: introduction, methods, analysis/results, conclusions.
- Write conclusions.
- Show in the paper that the focus is on using an understanding of the subject of motivation to help in the educational scenario and that it is not a psychological study.